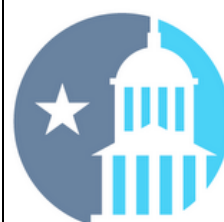


# Arts Integrated Lesson Plan



**ART FORM:**  
Visual Art



**SUBJECT AREA:**  
Social Studies

Lesson Title:  
**Neighborhood**

Grade:  
1

Contributor, School:  
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Time Frame:  
Two 40-minute sessions

## State Curriculum Content Standards, Indicators, Objectives

### Visual Art Content Standard(s)

2.0 Historical, Cultural, and Social Context  
Students will demonstrate an understanding of visual arts as an essential aspect of history and human experience.

### Social Studies Content Standard(s)

Geography  
3.0 Students will use geographic concepts and processes to understand location and its relationship to human activities.

### Visual Art Content Indicator(s)

1.0 Determine ways in which works of art express ideas about self, other people, places, and events.

### Social Studies Content Indicator(s)

Topic B: Geographic Characteristics of Places and Regions  
1. 0 Describe places in the environment using geographic characteristics.

Topic C: Movement of People, Goods, and Ideas  
1.0 Explain how transportation and communication link people and places by the movement of goods, messages, and people.

### Visual Art Content Objective(s)

2.1.a Observe works of art and identify ways that artists express ideas about people, places, and events.  
2.1.b Use selected works of art as inspiration to express ideas visually and verbally about people, places, and events.

### Social Studies Content Objective(s)

1.B.1.c Describe places by how people make a living and where they live.  
1.C.1.a Identify how transportation links people and goods between places.

### Objective(s) (Connecting the content areas)

- Students will view and discuss towns and cities to determine similarities and differences in their structures, and they will observe what people are doing.
- Students will create sketches of structures and transportation that reflect what would be found in an urban or suburban setting.

### Key Arts Vocabulary

*sketch, texture*

### Key Social Studies Vocabulary

*towns, cities, rural, urban, suburban, apartment, townhouse, single home  
planes, helicopter, subway, trains, automobiles, bicycles, trucks, boats*

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## Prior Knowledge Students Need for This Lesson

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### Arts

- At the teacher's discretion, the correct forum for visual discussion should be established.
- Students should understand texture as an art element.

### Social Studies

- Students will need to understand that neighborhoods are different.

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## Materials and Resources

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### Materials and Resources for the Class

- T-chart for differences and similarities
- Drawing paper
- Crayons, colored pencils, markers

### Materials and Resources for the Teacher

- Visual exemplars of towns, cities, houses, and transportation vehicles

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## Lesson Development/Procedures (including motivation, modeling, guided practice, and independent practice)

- The teacher will share examples (e.g., photographs, drawings, books) illustrating structures found in suburban and urban settings.
- Students will respond to questions related to the topic. The teacher will write responses on a T-chart. Students will then work in small groups to independently complete a T-chart comparing neighborhoods.
- Each group will share ideas, and a class list will be developed and used as a reference chart for the students' drawings.
- Students will be given drawing paper. They will create sketches of structures and/or transportation in an urban or suburban setting.
- Students' work will be shared via a Gallery Walk and a display on a bulletin board.

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## Closure/Summary

Students will give brief response answers to posed teacher questions:

- Did you draw a structure found in a city or a town?
- How can we tell the difference?

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## Assessment (Description/Tools)

- Student responses during class discussion of exemplars
- T-chart of similarities and differences
- Teacher-created checklist for drawing, including:
  - Appropriateness of structure/transportation and setting
  - Artistic qualities, including details and textures (e.g., roof, brick, wood)
  - Use of color

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## Lesson Extensions

- Students can make 3-dimensional structures reflecting urban or suburban settings.
- Students can create dioramas or 3-dimensional urban and/or suburban settings to include people, animals, plants, and streets.

